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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number: SOC 200

Course Title: American Social Policy

Credit Hours: 3

Prerequisite: N/A

Term: WI 2019

Class Time: Saturday 9:00-12:30

Class Room: 4

Instructor: [REDACTED]

Office Hours: M, TH 1:00 – 3:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

2. Catalog Description:

This course examines social welfare policy and the significance of social, economic, and political factors that influence policymaking and implementation. It provides theoretically based models for the analysis and presentation of social policy in legislative, administrative, and agency arenas. It focuses on state and federal level social policies in the US, but also includes a comparison from the social policy experiences of other countries.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

John J. Macionis, Society: The Basics 15th Edition, 978-0134674841 (Prentice-Hall).

5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Exams (3)	20% Each
Term Paper	20%
Homework Assignments	20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

6. Term Paper:

Term paper requires students to write a “Social Policy Development”. It was not until the time of Sigmund Freud that people looked at the psyches of an individual and how that could impact an individual’s life. Before that time, children were viewed as extra farm hands and generally as cheap labor. Families did not consider the possible negative impact this could have on their development. Later, Erikson and Piaget furthered the study of human development and expanded the thought processes that Freud had pioneered. While all consider Freud the father of psychoanalytic thinking, few turn to many of his first theories about human development. Freud created the doorway by which all future developmental researchers were able to walk through to advance the study. While, experts have clearly not agreed on every measure by which development of an individual’s cognitive development should be measured, each have agreed that risks are involved to cognitive and emotional development during the infancy and early childhood stages that could later lead to serious consequences.

Infancy by all standards is when the individual is most vulnerable physically. They are dependent for every need to be fulfilled by another. It is during this time that attachment begins to form and the learning process from caregivers and their environment take place. As with every stage of development, risks factors exist and need to be acknowledged, this way, possible interventions can occur or social programs offered to address how to minimize these factors to give the individual the best opportunity to thrive. Some major risk factors at this stage of development are poverty and child abuse.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

7. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of the Reagan National University, class attendance is required,

and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Warning: Any cheating and plagiarism will result in a failing grade in the course.

9. Class Schedule:

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1	Lecture: Introduction to Sociology	
2	Lecture: Perspective, Theory and Method Lecture: Culture	Macionis Ch. 1 Macionis Ch. 2
3	Lecture: Socialization Assignment on “Growing Up is Harder To Do” DUE Lecture: Social Interaction & Groups	Macionis Ch. 3 Macionis Ch. 4 & Pp. 107-115
4	Lecture: Deviance & Crime OBSERVATIONAL STUDY DUE Lecture: Human Sexuality #1 Exam Review	Macionis Ch. 6 Macionis Ch. 7
5	Lecture: EXAMINATION # 1 Stratification Exercise	
6	Lecture: Social Stratification Lecture: Global Stratification Lecture: Race and Ethnicity Assignment on “Why Are There So Many ‘Minorities’?” DUE	Macionis Ch. 8 Macionis Ch. 9 Macionis Ch. 11
7	Lecture: Gender Stratification SURVEY HYPOTHESES/QUESTIONNAIRE DUE Lecture: Education and Medicine #2 Exam Review	Macionis Ch. 10 Macionis Ch. 14
8	Lecture: EXAMINATION # 2 Lecture: Formal Organizations & Work	Macionis Pp. 115-131
9	Lecture: Post-Industrial Capitalism Lecture: Politics & Power SURVEY PAPER DUE	Macionis Pp. 301-316 Macionis Pp. 335-52 Macionis Pp. 316-333
10	Lecture: Family Change Lecture: Population, Urbanization & the Environment	Macionis Pp. 334-51 Macionis Ch. 15

11	Lecture: Social Movements Lecture: Modernization & Social Change Recitation: Exam #3 Review	Macionis Pp. 438-442 Macionis Pp. 442-463
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12. **FINAL EXAMINATION (#3)**

10. **Course Outcome:**

- The student will trace cultural development and identify the major components of Culture.
- The student will identify the characteristics of a society, and compare and contrast the three major social theories that seek to explain society.
- The student will recognize the importance socialization in the maintenance and development of culture.
- The student will analyze the structure of social interaction in everyday life.
- The student will characterize the social groups and their importance in social organization.
- The student will identify the major theories of deviance, and identify characteristics of each.

11. **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

13. **The Learning Environment:**

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
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Reagan National University

Syllabus

1. Administrative Information:

Course Number: SOC 300

Course Title: Social Psychology

Credit Hours: 3

Prerequisite: N/A

Term: FA 2018

Class Time: TH 9:00-12:45

Class Room: 1

Instructor: [REDACTED]

Office Hours: M 1:00 – 3:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

2. Catalog Description:

This course introduces the scientific study of how individuals think, feel and behave in social situations. It covers topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships as well as some of the most important theories and research in the field of social psychology.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Aronson, Wilson, & Akert. *Social Psychology* (9th ed), ISBN:978-0133936544.

5. Course Requirements:

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Exam 1, 2, 3	20% Each
Presentation	10%
Term Paper	30%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a “Social Influence”. During the course of one’s lifespan we learn, develop and grow. Within our life’s we will learn to understand that in reality we are influenced, demanded and obeying rules. Social psychology believes that social influence has a strong sway on influences of one’s lifestyle. Inside the field of psychology, Social psychology includes a large field of knowledge around social influence. The following topic in social psychology looks at how individual thoughts, actions and feelings are influenced by social groups. Throughout the following essay, I will be discussing in my opinion one of the most interesting topic related to social psychology: social influence and its three relations to normative social influence, informative social influences and mindless conformity; in addition I will go into-depth on exploring the Milgram and Asch study.

By nature, we are influenced from all the decisions we have developed throughout our lifespan. Unlike other species, humans are distinct in the sense of being able to think and feel. Therefore, this is where an important aspect of psychology helps us understand and perceive the understandings of human nature and why we think and feel. “Social psychology, is a scientific study of how individuals think, feel and behave in a social context,” (Kassin, S., Fein, S., & Markus, H. R., 2008, p.). Secondly, we try to aim at whether or not ones influences are aimed at society, environment or peers influences there state of thought. Social influence occurs when ones emotions, opinions or behaviors are affected by others. “Social influences refer to the idea that interaction with others could lead to a change in our attitudes, beliefs, values and behaviors.” The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

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A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Warning: Any cheating and plagiarism will result in a failing grade in the course.

Lecture Outline and Reading Assignments

Week	Topic	Reading
	Social Influence	
1	The Social Psychology Experiment/Overview	Text: Chpts. 1 & 2 Mook
	Social Facilitation	Text: Pgs. 299-311
2	Conformity	Text: Pgs.. 250-284 Epley & Gilovich
	Compliance	Text: Pgs. 284-288
	Obedience	Text: Pgs. 288-297
3	Mobs, Crowds, and Deindividuation	Text: Pgs. 311-333
	Social Emotions and Misattribution	Text: Pgs. 95-106 Keltner & Anderson
	Exam 1	---
	Social Thought	
4	Cognitive Dissonance	Text: Chpt. 6 Heine & Lehman
	Self-Perception Theory	Text: Pgs. 154-164 Lepper, Greene, & Nisbett
5	Attitudes	Text: Chpt. 7
	Attribution Theory	Text: Pgs. 107-113
	Attributional Biases	Text: Pgs. 113-137 Gilbert

6	Judgment Under Uncertainty	Text: Chpt. 3 Gilovich & Savitsky
	Social Judgment I	Text: --- Ambady & Rosenthal
7	Social Judgment II	Text: Action 1 (504-535)
	Attraction and Liking	Text: Pgs. 336-355
	Exam 2	
	Social Life	
8	Prejudice	Text: Chpt. 13 Galinsky & Moskowitz
	Automatic Stereotyping	---
9	Evolutionary Social Psychology	Text: Pgs. 419-422 Buunk et al.; Harris et al.; Buss et al.; Desteno & Salovey; Harris & Christenfeld
	Aggression/Violence	Text: Chpt. 12
10	Altruism and Morality	Text: Chpt. 11
	Personal Relationships	Text: Pgs. 355-379
11	Course Wrap-up: Popular Delusions	Text: --- Gilovich, Chpts 8, 10
12	Exam 3	

8. **Course Learning Outcome:**

By the end of this class, you should:

- have mastered a wide variety of information about social psychology
- understand and be able to apply several different social psychological theories
- understand the research methods used to answer important social psychological questions
- appreciate the value of social psychological knowledge in applications to everyday life

9. **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations

with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number: SOC 313

Course Title: Law and Society

Credit Hours: 3

Prerequisite: N/A

Term: SP 2019

Class Time: F 9:00-12:45

Class Room: 4

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

2. Catalog Description:

This course introduces a wide variety of topics related to law's varying functions in a society. It focuses on social and legal theory and analyzes law and legal institutions especially in relation to equality, justice, and fairness. It also examines the importance, influence and impact of law in society as well as the impact of people on the law.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Law and Society - 11th edition by Steven Vago, ISBN13: 9781138720923.

5. Course Requirements:

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Examinations

There are two in-class exams and they are scheduled as:

Midterm: 6th class period

Final: last class

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Homework Assignments ..	20%
Term Paper	25%
Midterm	20%
Final	35%

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a “The Law And Its Effect On Society”. Law is of essence within a thriving society. Its many functions maintain a balanced equilibrium. Since the beginning of civilization, there has constantly subsisted a certain structure setting a model of behavior that should be followed. It comes naturally to the human as it typically initiates with moral obligations. Through advancements, law continues to develop with the formation of added regulations in reach of an ideal humanity. Erstwhile, law was seen through a conventional lens. It was old fashioned, strictly conceptual and abstract. Law was legislatively created, codified, legitimized and promulgated. Within court, the role of the judge was to unerringly apply the law and draw conclusions from so. They’re ultimate responsibility was to mechanically adjudicate. There must be a reasoning relating back to the legal system, elucidating the verdict. Judges used a system of deductive reasoning, whereas they begin with a premise, this is the rule of law in use. Forthwith, the rule was applied to the major specifics in the case. Considering all pieces fit together, a conclusion was drawn. For instance, a law is the criminalization of causing death upon another, also acknowledged as murder, resulting in punishment. The judge is presented with the case that person A kills person B. Since person A violated a law, the judge concludes that He will be punished. The judge applied the law created by the legislator. All things considered, through time this conventional perspective has undergone many changes, resulting into the formation of a different standpoint. Evidently in America, during the 20th century, began the eminence of legal realism. Former to previous beliefs, this perception utterly diverges. The paper is expected to be between 8 and 10 pages in

length, including front and back matter. Sections of the paper will be developed throughout the course.

7. Course Schedule:

I. Introduction

What is Law? What Does Law Do? What Does Law Not Do?

Natural Law, Legal Positivism, and Legal Realism

"Justice?--You get justice in the next world, in this world you have the law."

--William Gaddis, *A Frolic of His Own* (1994: 13)

Lec #1 Abel, Richard L., ed. "What Do We Talk About When We Talk About Law." In *The Law and Society Reader*.
Burnett, G. Graham. *A Trial by Jury*. Pp. 3-76.

Lec #2 Jurisprudential Paradigms (PDF)
Sutton, John. *Law/Society*. Pp. 135-160.
Holmes, Oliver Wendell. "The Path of the Law."

II. Law as a Social Process: The Organization of the Criminal Justice System

"To what degree was the law a thing apart from people - an abstract system laid over the messy reality of individuals and their specific situations - and to what degree did the law emerge from the texture and character of people and the details of their cases?"

--D. Graham Burnett, *A Trial By Jury* (2001: 137)

Lec #3 Criminal Justice System (Lec #4) (PDF)
Currie, Elliott. "The Control of Witchcraft in Renaissance Europe."
Black, Donald. "Social Organization of Arrest."
Emerson, Robert. "Holistic Effects in Social Control Decision-Making." In *The Law and Society Reader*.
Blankenburg, Erhard. "The Selectivity of Legal Sanctions: An Empirical Investigation of Shoplifting." In *The Law and Society Reader*.
Feeley, Malcolm. *The Process is the Punishment*. (Excerpts)
Alschuler, Albert W. "Plea Bargaining and Its History." In *The Law and Society Reader*.
Radelet, Michael, and Glenn L. Pierce. "Race and Prosecutorial Discretion in Homicide Cases." In *The Law and Society Reader*.
Heumann, Milton, and Colin Loftin. "Mandatory Sentencing and the Abolition of Plea Bargaining: The Michigan Felony Firearm Statute." In *The Law and Society Reader*.
Daly, Kathleen. "Structure and Practice of Familial-Based Justice in a Criminal Court." In *The Law and Society Reader*.

III. Law as a Social Process: The Civil Side

Revised 2019.10

- Lec #4 Civil Justice System (Lec #6) (PDF)
 Civil Justice System (Continued) (Lec #7) (PDF)
 Harr, Jonathan. A Civil Action.
 Engel, David. "The Over Bird's Song: Insiders, Outsiders, and Personal Injuries in an American Community." In The Law and Society Reader.
 Merry, Sally. "Going to Court: Strategies of Dispute Management in an Urban Neighborhood." In The Law and Society Reader.
 Felstiner, Abel, and Austin Sarat. "The Emergence and Transformation of Disputes: Naming, Blaming and Claiming."
 Galanter, Marc. "Why the 'Haves' Come Out Ahead." In The Law and Society Reader.
 Tanase, Takao. "The Management of Disputes: Automobile Accident Compensation in Japan." In The Law and Society Reader.

IV. Players in the System: Judges, Lawyers, Litigants

- Lec #5 Players in the System: Judges (Lec #9, 10) (PDF)
 Legal Profession (Lec #11, 12) (PDF)
 Carter, Lief, and Thomas Burke. Reason in Law. Pp. 1-126, 158-162.
 Paul, Jeremy. "Changing the Subject: Cognitive Theory and the Teaching of Law."
 Sutton, John. Law/Society. Pp. 221-278.
 Sarat, Austin, and William Felstiner. "Law and Social Relations: Vocabularies of Motive in Lawyer/Client Interaction." In The Law and Society Reader.
 Conley, John, and William O'Barr. "Lay Expectations of the Civil Justice System." In The Law and Society Reader.

- Lec #6 Midterm Exam

V. Alternatives to Law

- Lec #7 Alternatives to Law: Varieties of Dispute Processing (Lec #13, 14) (PDF)
 Burke, Thomas. Lawyers, Lawsuits and Legal Rights: The Battle over Litigation in American Society. (Excerpts)
 Hensler, Deborah. "Suppose It's Not True."
 Silbey, Susan. "The Emperor's New Clothes: Mediation Mythology and Markets."
 Cobb, Sara. "The Domestication of Violence in Mediation."

VI. Law and Social Change: The Consequences of Logic and Organization

- Lec #8 Evolutionary Theories of Social Change: Maine and Durkheim (Lec #15, 16)
 Sutton, John. Law/Society. Pp. 23-60.
 Telpner, Brian. "Constructing Safe Communities: Megan's Law and the Purposes of Punishment."
 Hawthorne, Nathaniel. The Scarlet Letter. Pp. 75-88. (Excerpts)

Berman, Paul. "An Observation and a Strange but True 'Tale': What might the Historical Trials of Animals tell us about the Transformative Potential of Law?"

- Lec #9 Law, Class Conflict and the Economy: Marx (Lec #17, 18) (PDF)
Sutton, John. Law/Society. Pp. 61-98.
Chambliss, William. "A Sociological Analysis of the Law of Vagrancy."
Hay, Douglas. "Property, Authority, and the Criminal Law."
Thompson, E. P. "The Rule of Law."
- Lec #10 Law and the State: Weber (Lec #19, 20) (PDF)
Law and Social Change (Continued) (Lec #21) (PDF)
Sutton, John. Law/Society. Pp. 99-132.
Hall, Jerome. Theft, Law and Society. (Excerpts)
Sutton, John. Law/Society. Pp. 161-220.
Ekland-Olson, Sheldon, and Steve J. Martin. "Organizational Compliance with Court-Ordered Reform." In The Law and Society Reader.
Gilboy, Janet. "Penetrability of Administrative Systems: Political 'Casework' and Immigration Inspections." In The Law and Society Reader.
Silbey, Susan. "The Consequences of Responsive Regulation."

VII. The Rule of Law, Legal Culture, and Everyday Life

"To the pig keepers ... the law was a domain of conflict in whose construction they participated."

--Hendrik Hartog, "Pigs and Positivism" (1985)

- Lec #11 Law and Everyday Life, The Common Place of Law (Lec #23, 24, 25)
Ewick, Patricia, and Susan S. Silbey. The Common Place of Law: Stories from Everyday Life.
Carter, and Burke. Reason in Law. Pp. 127-157.
Sherwin, Richard. When Law Goes Pop: The Vanishing Line Between Law and Popular Culture. (Excerpts) Final Paper Due at Final Exam
- Lec. #12 Final Exam

8. **Classroom Policies:**

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

9. **Attendance, Absence, Lateness, Incomplete:**

Students have six months from the registration to complete this course. If students need more time to finish the class, they may request for an incomplete. Faculty approval is required.

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when

an incomplete contract is signed and approved.

Students receiving Veteran's benefits and International students in the US on F-1 visas are reminded that regular attendance is required. The university is required by law to report excessive absenteeism by students in these two categories.

10. Course Outcome:

By the end of this course, students will be able to:

1. demonstrate an understanding of the role of law enforcement in society;
2. articulate multiple ways of seeing and understanding law;
3. describe the structure of the American legal system;
4. compare and contrast social science theories of law;
5. have an insight into the relationships between law and society.

11. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

12. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

13. The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free

exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



Reagan National University

Syllabus

1. Administrative Information:

Course Number:	STA 201
Course Title:	Introduction to Statistics
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	SP 2019
Class Time:	Monday 14:00 – 17:45
Class Room:	4
Instructor:	██████████
Office Hours:	M – TH 1:00 – 3:00 P. M.
Telephone:	
E-Mail:	████████████████████

2. **Catalog Description:**

This course provides the student with an understanding of using descriptive and inferential statistical techniques for solving business and technical problems. It covers sampling distribution, analyzing, presenting numerical data, frequency and sampling distributions, averages, dispersion, hypothesis testing confidence intervals, hypothesis testing, simple regression and time series.

3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. **Text:** An Introduction to Multivariate Statistical Analysis by T.W. Anderson.
Published by Wiley-Interscience 3rd ed (ISBN: 9780471360919)

5. **Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Examinations

There are two in-class exams and they are scheduled as:

Midterm: 6th class period

Final: last class

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Assignments	20%
Midterm	30%
Final	30%
Term Paper	20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a “The Use of Statistics in Business”. Statistics refers to the use of numerical information in everyday life to calculate facts and figures in limitless circumstances such as, batting averages, market share, and changes in the stock market. In addition, statistics refers to the scientific collecting, classifying, summarizing, organizing, analyzing, and interpreting numerical data. Statistics involves describing data sets and drawing conclusions based on sampling about the data sets (McClave, Benson & Sincich, 2011). Statistics are divided into two areas: descriptive statistics and inferential statistics.

Descriptive statistics are procedures used to describe and organize the basic characteristics of the data studied. Descriptive statistics provide simple summaries about the sample group and the measures. This application of statistics is used to present quantitative data in manageable forms such as charts, graphs, or averages. Descriptive statistics differ from inferential statistics in that they are simply describing what the data indicates.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

7. Course Schedule:

Week	Topics Covered
1	What is Statistics? Exploring Data with Graphs
2	Measures of Center and Spread; Exploring the Relationship Between Two Variables
3	Learning about Regression; Cautions on Regression; Gathering Data; Understanding Probabilities
4	Learning about Probability Distributions;
5	Sampling Distribution of the Sample Proportion; Sampling Distribution of the Sample Mean; More about Sampling; Distributions
6	Midterm Exam
7	Confidence Interval for the Population Proportion; Confidence Interval for the Population Mean
8	More about Confidence Intervals; Significance Test about the Population Proportion
9	Significance Test about the Population Mean; Additional Topics about Significance Test
10	Comparing Two Independent Proportions; Comparing Two Independent Means
11	Comparing Means from Dependent Samples; More about Comparing Proportions
12	Final Exam

8. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

9. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of the Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

10. Course Outcome:

Among other things, the course shall enable the students to:

- Recognize and apply some common probability distributions, and assess if underlying assumptions for the distribution seem reasonable.
- Be able to perform basic statistical calculations and graphical analyses.
- Analyze research questions based on statistical data, draw relevant conclusions, and be familiar with the limitations of particular statistical methods.
- Be able to discuss and reflect upon ethical topics relevant to statistical methods.

11. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with university policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. Special Needs and Accommodations:

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13. The Learning Environment:

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

15th Citation Narrative

The University Catalog has been revised to remove occupational or personal experience. This revision has been approved by the Board of Directors on November 4, 2019.

Section 3-1-516(c)(i)

The following section has been deleted from the revised version of University catalog.

“Getting Credit for Life Experience

A RNU student can earn up to 30 credits at the undergraduate level through the options listed below. Credit for Life Experience credit hours can be applied toward general and major electives and courses for lower and upper division requirements for your major.

There are several different ways to obtain credit for prior learning:

- External Examinations. Satisfactory scores on the College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), and other examinations evaluated by American Council on Education (ACE) for college-level credit. Students must have scores reported directly to the University Registrar.
- Credit for Training. Credit will be awarded for military training that has been evaluated and recommended for college credit by the American Council on Education (ACE). Students must submit documentation (AARTS or SMARTS transcript is recommended, at minimum a DD214 or DD295) of training to the University Registrar.
- Portfolio Development. A student may develop a portfolio to gain college credit. Portfolios are submitted to the Registrar’s Office and evaluated by RNU faculty in the student’s intended major.
- The appropriate signed paperwork will be forwarded to the Records office for posting to the student’s permanent record (official transcript). All paperwork will be kept in the academic dean’s office for three years.” (catalog p. 14).

16th Citation Narrative

Section 3-1-531(a)

All syllabus have been revised to be sure that all instructional materials are at the latest version. RNU syllabus are attached.



REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. Administrative Information:

Course Number: ACC 201

Course Title: Introduction to Financial Accounting

Credit Hours: 3

Prerequisite: No prerequisite

Term: SP 2019

Class Time: Saturday 9:00-12:30

Class Room: 2

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Course Description:

This course is an introduction to concepts on financial accounting, and principles for analyzing the three basic financial statements: the income statement, balance sheet, and statement of cash flows. It covers the preparation of timely, relevant, and reliable reports for decision makers to make important decisions. Important business operations that impact financial positions of firms will be introduced.

Text:

Pratt, J. *Financial Accounting in an Economic Context*, ISBN- 9781119306085, Edition: 10

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class 10%

Revised 2019.10

Homework	10%
Midterm 1	20%
Midterm 2	20%
Research Paper	15%
Final	25%

No makeup exams!!!

The course grades are assigned as:

91 – 100%	-- A
81 – 90%	-- B
71 – 80%	-- C
61 – 70%	-- D
Below 61%	-- F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Class 1. Introduction

- ☐ Introduction to accounting
- ☐ The conceptual framework
- ☐ Ethics in business and accounting
- ☐ Review of the financial statements

Class 2. Analyzing Transactions

- ☐ Double entry accounting system
- ☐ Analyse and record transactions in a journal
- ☐ Post the journal to ledger accounts
- ☐ Prepare a trial balance

Class 3. Accrual Accounting, Adjusting Entries, and Financial Statements

- ☐ Accrual system of accounting versus cash basis
- ☐ The adjustment process
- ☐ Preparing financial statements

Class 4. Internal Control

- ☐ Fraud and the Sarbanes Oxley Act
- ☐ Internal control objectives and procedures
- ☐ Bank reconciliation
- ☐ Control over cash

Short-term Investments and Receivables

- ☐ Short-term investments
- ☐ Accounts and notes receivable
- ☐ Accounting for bad debts
- ☐ Current and quick ratios, receivables ratios

Class 5. Inventory

- ☐ Inventory costing methods; FIFO, weighted average, LIFO
- ☐ Cost of goods sold and lower of market and net realizable value
- ☐ Effect of inventory errors

Class 6 – Midterm Exam

Class 7. Long-term Assets

- ☐ Measuring the cost of property, plant, and equipment
- ☐ Depreciation methods including partial year depreciation and significant components
- ☐ Derecognition of assets
- ☐ IFRS revaluation model
- ☐ Accounting for intangibles
- ☐ Leases: operating and financing
- ☐ Financial statement presentation and disclosures for assets

Class 8. Liabilities

- ☐ Current liabilities and contingencies
- ☐ Long-term liabilities
- ☐ Bonds payable
- ☐ Bond discounts and premiums using the effective interest method
- ☐ Accrual of bond interest
- ☐ Operating leases
- ☐ Financing leases
- ☐ Reporting and disclosure of liabilities

Class 9. Shareholder's Equity

- ☐ Forms of business organization and advantages and disadvantages
- ☐ Shares and shareholder rights including common and preferred
- ☐ Issuing shares
- ☐ Share repurchase
- ☐ Dividends; common and preferred
- ☐ Cash dividends, stock dividends
- ☐ Stock splits
- ☐ Concepts of book value, fair value, earnings per share

Class 10. Statement of Cash Flows

Revised 2019.10

- ☐ Statement of cash flows - basic concepts
- ☐ Preparing the statement of cash flows – indirect method
- ☐ Preparing the statement of cash flows – direct method
- ☐ Free cash flow

Class 11. Financial Statement Analysis

- ☐ Vertical and horizontal analysis

Class 12 Final Exam

Classroom Policies:

You can get policies regarding to the University academic policies from the Student's Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon successful completion of the course, the student will be able to:

1. Analyze, journalize, and post business transactions;
2. Post journal entries to ledger accounts;
3. Prepare a set of financial statements including the income;
4. Record business transactions in journal form;
5. Obtain a solid understanding of the accounting cycle;
6. Prepare end-of-period adjusting and closing entries.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Exams:

Your exams will send to you separately. There will be instructions to you if protector is needed.

Research Paper:

The final research paper requires students to write a report for the main problems of accounting ethics. Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Internet Use Requirement:

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and the definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

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- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



REAGAN NATIONAL UNIVERSITY

Reagan National University Syllabus

1. Administrative Information:

Course Number: ACC 215

Course Title: Computerized Accounting

Credit Hours: 3

Prerequisite: ACC 201

Term: WI 2019

Class Time: Thursday 2:00 – 5:45

Class Room: 2

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

3- Course Description:

This course introduces the computer in solving accounting problems. It focuses on operation of computers and presents the accounting cycle and financial statement preparation in a computerized system and other applications for financial and managerial accounting.

4- Course Outcomes:

Upon successfully completing this course the student will be able to:

- Describe and define how to set up inventory items and process inventory transactions.
- Describe and define employee setup and payroll items.
- Manage payroll transactions.
- Describe and define estimates and progress invoicing.
- Set up items to manage pass through expenses.
- Describe and define estimates and time tracking.
- Describe and define how to set up and manage sales tax.
- Describe and define adjustments and year-end procedures.

5- Teaching Procedures:

Teaching procedures for this course will include online classes, professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

6- Text and instructional materials:

Computer Accounting with QuickBooks 2019, 19th Edition, Kay, ISBN: 9781259741104

7- Course Requirements:

Assignment	Value
Home work Projects	30%
Examinations (Midterm/Final)	40%
Final Paper	20%
Class Participation	10%
Total	100 %

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Academic honesty is non-negotiable. All assignments submitted in fulfillment of course requirements must be the student's own work. Plagiarism and/or any other form of academic dishonesty will not be tolerated and will result in a grade of zero on the assignment. Students should consult the Student's Handbook on the University web-site or in the University catalog.

The distribution of certain information about students is governed by the Federal Educational Records Protection Act (FERPA). According to FERPA, student grades may not be posted or given over the phone or the Internet.

8- Classroom Policies:

Library Usage

Library usage is required and will be expected in the development of one or more of your class projects. Library resources provide essential sources of data and information that you will need to successfully complete this course.

Please be aware of the limitations of e-mail and adhere to the following guidelines. Unfortunately, because of past experience, the guidelines now include those e-mail behaviors to which no response will be given.

- Write the Course Code in subject line, then the topic.
- Include a greeting and salutation in all your e-mails.
- Include the name you prefer to be called.

- Retain all related e-mails at the bottom of any response you send and place your response at the top. I will not search through previous e-mails to attempt to discover the topic of our e-mail exchange, nor will I search through a message for new information.
- Content questions that require in-depth explanation are inappropriate for e-mail and you will receive a response asking you to come to office hours to have the question answered.
- Do not use e-mail in emergency situations or when you need a response in less than 24 hours.

The following types of e-mail will receive no response:

- Any e-mail which contains hostile or accusatory language will remain unanswered and the sender may be reported to the appropriate authorities.
- Any e-mail sent requesting a change of grade for any reason other than an error in calculation or recording of points will remain unanswered.
- Any e-mail sent which contains student opinions about the “fairness” of the course or exams will remain unanswered.

9- Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] week course, he/she will be subject to automatic withdrawal from the course.

A course grade of “incomplete” will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

10- Course Schedule:

Session	Main Topics and Learning Objectives
1	Chapter 1: Quick Tour of QuickBooks 2016 Chapter 2: Customizing QuickBooks and the Chart of Accounts
2	Chapter 3: Banking
3	Chapter 4: Customers and Sales Chapter 5: Vendors, Purchases, and Inventory
4	Chapter 6: Employees and Payroll Case Study 1
5	Chapter 7: Reports and Graphs
6	Mid Term Examination
7	Chapter 8: New Company Setup Chapter 9: Accounting for a Service Company
8	Chapter 10: Merchandising Corporation: Sales, Purchases & Inventory

	Case Study 2
9	Chapter 11: Merchandising Corporation: Sales, Purchases & Inventory Case Study 3
10	Chapter 12: Advanced QuickBooks Features for Accountants
11	Case Study 4
12	FINAL EXAMINATION & Project delivery

11. Final Research Paper:

The final research paper requires students to write a report for the accuracy of accounting programs. Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The paper is expected to be between 8 and 10 pages in length.. Sections of the paper will be developed throughout the course.

12. Special Needs and Accommodations:

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- Each student turns in work that is his or her own.
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- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

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REAGAN NATIONAL UNIVERSITY

Reagan National University Syllabus

1. Administrative Information:

Course Number:	ACC 319
Course Title:	Managerial Accounting
Credit Hours:	3
Prerequisite:	ACC 201
Term:	FA 2018
Class Time:	Tuesday 2:00 – 5:45
Class Room:	2
Instructor:	[REDACTED]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	[REDACTED]
E-Mail:	[REDACTED]

3- Course Description:

This course emphasizes advanced accounting theory, principles and practices for the corporation form of ownership. A major focus of the course is on managerial, cost, and manufacturing accounting and related issues in the corporate environment.

4- Course Outcomes:

After studying all materials and resources presented in the course, the student will be able to:

- Identify the role and scope of financial and managerial accounting and the use of accounting information in the decision making process of managers.
- Define operation and capital budgeting, and explain its role in planning, control and decision making.
- Prepare an operating budget, identify its major components, and explain the interrelationships among its various components.
- Explain methods of performance evaluation.
- Use appropriate financial information to make operational decisions.
- Demonstrate use of accounting data in the areas of product costing, cost behavior, cost control, and operational and capital budgeting for management decisions.

5- Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or

arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

6- Text and instructional materials:

Managerial Accounting: Decision Making for the Service and Manufacturing Sectors, 2e, 9781621784937, by Arnold Schneider, 2017.

7- Course Requirements:

Assignment	Value
Homework Assignments	20%
Exam (Midterm/Final)	25% each
Final Project	20%
Class Participation	10%
Total	100 %

The course grades are assigned as:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = F

Academic honesty is non-negotiable. All assignments submitted in fulfillment of course requirements must be the student's own work. Plagiarism and/or any other form of academic dishonesty will not be tolerated and will result in a grade of zero on the assignment. Students should consult the Student's Handbook on the University web-site or in the University catalog.

The distribution of certain information about students is governed by the Federal Educational Records Protection Act (FERPA). According to FERPA, student grades may not be posted or given over the phone or the Internet.

8- Classroom Policies:

Library Usage

Library usage is required and will be expected in the development of one or more of your class projects. Library resources provide essential sources of data and information that you will need to successfully complete this course.

Please be aware of the limitations of e-mail and adhere to the following guidelines. Unfortunately, because of past experience, the guidelines now include those e-mail behaviors to which no response will be given.

- Write the Course Code in subject line, then the topic.
- Include a greeting and salutation in all your e-mails.
- Include the name you prefer to be called.
- Retain all related e-mails at the bottom of any response you send and place your response at the top. I will not search through previous e-mails to attempt to discover the topic of our e-mail exchange, nor will I search through a message for new information.
- Content questions that require in-depth explanation are inappropriate for e-mail and you will receive a response asking you to come to office hours to have the question answered. Do not use e-mail in emergency situations or when you need a response in less than 24 hours.

The following types of e-mail will receive no response:

- Any e-mail which contains hostile or accusatory language will remain unanswered and the sender may be reported to the appropriate authorities.
- Any e-mail sent requesting a change of grade for any reason other than an error in calculation or recording of points will remain unanswered.
- Any e-mail sent which contains student opinions about the "fairness" of the course or exams will remain unanswered.

9- Attendance, Absence, Lateness, Incomplete:

- In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] week course, he/she will be subject to automatic withdrawal from the course.
- A course grade of "incomplete" will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

10- Course Schedule:

Session	Main Topics and Learning Objectives	Assignments
1	Managerial Accounting and Cost Concepts	1. Read Chapter 1 PDF 2. Practice the Learning Activities
2	Cost Estimation and Cost Volume-Profit Relationships	1. Read Chapter 2 PDF 2. Practice the Learning Activities
3	Product Costing: Attaching Costs to Products and Services	1. Read Chapter 3 PDF 2. Practice the Learning Activities
4	Process Costing	1. Read Chapter 4 PDF 2. Practice the Learning Activities

5	Activity-Based Costing and Just-In-Time Costing	1. Read Chapter 5 PDF 2. Practice the Learning Activities
6	Mid Term Examination	
7	Budgeting for Operations Management	1. Read Chapter 6 PDF 2. Practice the Learning Activities
8	Cost Control through Standard Costs	1. Read Chapter 7 PDF 2. Practice the Learning Activities
9	Joint Cost Allocation and Variable Costing	1. Read Chapter 8 PDF 2. Practice the Learning Activities
10	Managerial Decisions: Analysis of Relevant Information	1. Read Chapter 9 PDF 2. Practice the Learning Activities
11	Capital Investment Decisions	1. Read Chapter 10 PDF 2. Practice the Learning Activities
12	FINAL EXAMINATION & Project delivery	

11- Final Project:

The final research paper requires students to write a report for the Earnings management and its significant perspectives. Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

12- Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

13- The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in

- case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
 - Each student turns in work that is his or her own.
 - Consideration is always given to other classes that are taking place in adjoining classrooms.
 - At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. **Administrative Information:**

Course Number: ACC 500

Course Title: Accounting for Managers

Credit Hours: 3

Prerequisite: No prerequisite.

Term: WI 2019

Class Time: Tuesday 2:00 – 5:45

Class Room: 3

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

2. **Course Description:** This course focuses on using accounting information for strategic, tactical, and operating decisions for decision makers within an organization. It is a study of financial statement analysis, accounting information systems and accounting principles as they apply to managers. It covers the accounting methods utilized by corporations and the utilization of accounting data for cost accounting, decision making, and planning and control.

Teaching procedures: Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

3. **Course Objectives:** The learning objectives of this course are:
- To understand the types of financial challenges that confront today's business managers.
 - To better understand the financial environment in which businesses operate and how the financial environment affects managers' decisions.
 - To understand the role of financial planning and budgeting in business operations.
 - To learn how to use analytical tools such as the financial statement analysis, financial forecasting, time value of money concepts, etc.

4. **Required Text:**

Introduction to Managerial Accounting, 8th Edition.

Peter Brewer and Ray Garrison and Eric Noreen

ISBN 9781259917066

Other learning resources include: The Wall Street Journal (WSJ), the financial sections of The Washington Post, The New York Times; TV programs such as CNBC or CNN Business, Wall Street Week (PBS/WMPPT or PBS/WETA, Friday @ 8:30pm); and Web site such as Bloomberg.com .

5. **Course Requirements and Grading:** (i) Two written examinations, a *midterm* and a *final* (see

“Class Schedule” below), (ii) a *Term Paper* on a topic or issue relevant to this course and approved by the Instructor, and (iii) *participation in class discussions* of current topics of interest. Students will be evaluated as follows:

<u>Requirement</u>	<u>% of Course Letter Grade</u>
- Midterm Exam	30%
- Final Exam	30%
- Term Paper	30%
- Class Participation	10%
Total	100%

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Exams will consist of questions designed to test students of their mastering of theories, principles and concepts; their ability to reason quantitatively; and their skill in applying theories and concepts to real-world problems. **The midterm exam** will cover chapters 1-6 in the text and the material discussed in class; **the final exam**, material for the entire term with an emphasis on topics covered after the midterm.

The term paper is expected to be between 8 and 10 pages in length, including front and back matter. The term paper requires students to write a report for the Accounting information for managers: How to make the correct decisions? Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The methodology and format will be discussed in class.

6. Academic Integrity: To maintain integrity of scholarship, academic honesty is expected of all students. For further information, students should consult the **Student Handbook** and the **University Catalog**.

7. Class Operations: Classes will start promptly as scheduled, and students are expected to be on time. Excessive lateness and/or absenteeism will be dealt with in accordance with the University's policies. There will be a 10-minute break in the middle of the session. A make-up exam will be given only with the permission of the Instructor. A course grade of “Incomplete” will be given under very

unusual circumstance, and only with the permission of the Director of the Management Division. For further information, students should consult the **Student Handbook**.

Class Schedule

<u>Session</u>	<u>Chapter</u>	<u>Main Topics and Learning Objectives</u>
1.	1	Management Accounting: Its Environment & Future
2.	2	Classifying Costs; Determining Costs of Products
3.	4	Cost Behavior
4.	5	Business Decisions
5.	6	Using Relevant Information
6.		Midterm
7.	7	The Capital Budget
8.	8	The Operating Budget
9.	10	Evaluating Performance (Term Paper due)
10.		Brief review of the material covered in class
11.		Class Presentation
12.		Final Examination

8. Course Outcome:

Upon completing the course, students are expected to be able to:

- Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
- Evaluate the legal, social, and economic environments of business.
- Describe the global environment of business.
- Describe and explain the ethical obligations and responsibilities of business.
- Apply decision-support tools to business decision-making.
- Construct and present effective oral and written forms of professional communication.
- Apply knowledge of business concepts and functions in an integrated manner.

9. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

10. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the counselor for special needs.

11. The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

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REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. Administrative Information:

Course Number: ANT 122

Course Title: Introductory Anthropology

Credit Hours: 3

Prerequisite: No prerequisite.

Term: SP 2019

Class Time: Saturday 18:30- 22:00

Class Room: 4

Instructor: [REDACTED]

Office Hours: M, W 1:00 – 3:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

2. Course Description:

This course focuses on the variety found in the human condition around the world and the evolutionary biological study of human social behavior. It covers all aspects of humankind and other primates in all places and times. Archaeology, cultural anthropology, linguistics and physical anthropology and their relationship to human beings will be discussed.

3. Text:

Introducing Anthropology: An Integrated Approach by Michael Park - 2014, ISBN13: 9780078035067

4. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%
Term Paper	20%
Final	30%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A-
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

5. Course Outlines:

Part I: Anthropology's Contested Pasts and Presents

Week One - Culture, Selves and Others

Week Two - Decolonizing Anthropology: Ambivalent Histories of the Discipline

Week Three - Anthropological Precedents: Race, Evolutionism and New Anthropological Methods at the Turn of the 20th Century

Week Four - Boasian approaches: Race, Language, Culture and History (Early 20th Century)

Week Five: The Promise and Politics of Ethnographic Practice (early 20th century)

- Durkheim's Science of Society and Religion: Primary Categories? (First Decades 20th Century)

Week Six – Midterm Exam

Part II: Rethinking Anthropology

Week Seven - Structure and Function: British Social Anthropology (1930s-40s)

Week Eight - Culture as Primary Structures of Categories? Structuralist Approaches (1960s)

Week Nine -The Symbolic Turn: Symbols, Meaning and Power (1960s and 70s)

Week Ten - Economic Anthropology: Rethinking Value and Exchange (1920s)

Week Eleven - Rethinking Histories: Capitalism, Commodities, Globalization (1980s-2000s)

- Rethinking Gender and Sexuality (1970s-1990s)

Week Twelve – Final Exam

6. Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

7. Term Paper:

The final research paper requires students to write a report for Religious beliefs or practices of a particular society. This topic is by no means exhaustive, however, it was crafted with the intent to illustrate different directions of inquiry that could be embraced within one or more of the

anthropological fields of study. In addition, it illustrates other possibilities for cross curricular analysis. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

8. Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

9. Course Outcome:

Upon completion of this course, students will be able to:

1. understand biological evolution of the human species;
2. describe anthropology, and explain why it is holistic ;
3. explain why anthropology is important, especially in today’s world;
4. identify the scientific method and how it is applied in anthropological investigation;
5. compare and contrast anthropological perspectives of cultural relativism and universality.

10. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

11. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office..

13. The Learning Environment:

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- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
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REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. Administrative Information:

Course Number: ANT 214

Course Title: Human Evolution

Credit Hours: 3

Prerequisite: N/A

Term: WI 2019

Class Time: Online

Class Room:

Instructor:



Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail:



Catalog Description:

This course provides an overview of the fossil and archaeological evidence for human origins, theory and method in paleoanthropology are emphasized. Furthermore, in this course we will explore the fascinating field of biological anthropology and its underlying mechanisms that allow scholars to construct our historical past (human origins) using evidence from several fields such as genetics, paleoanthropology, archaeology, geology, ecology, zoology and comparative primate morphology.

Text:

The Human Organism: Explorations in Biological Anthropology, by Elizabeth Weiss 2nd ed, 2017. ISBN-13: 978-1516519071. Additional readings will be assigned for specific classes.”

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%

Term Paper 20%
Final 30%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Class Schedule:

Class	TOPIC
1	Introduction to biological anthropology
	Evolutionary Biology
2	Cellular and molecular biology
	Mendelism and the modern synthesis
3	Species and speciation
	Life on earth
4	Survey of the living primates
	Primate diet, predation and ecology
5	Primate social and mating behavior
	Primate cognition, communication and tool use
	Mammalian physiology
6	Midterm Exam
7	Geology and dating
	Primate comparative anatomy
	Primate origins
8	Bipedalism – the ape to hominin transition
	Early hominins
9	Australopithecus and Paranthropus
	Early Homo
	Homo erectus and dispersal from Africa

10	Neanderthals
	The origins of modern humans
11	Human adaptation and population genetics
	Modern human variation
	Applied biological anthropology
12	Final Exam

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Term Paper:

The term paper requires students to write a report for “What is the importance of neurological evolution for interpret physical evolution of human?” This paper argues that the niche-construction approach is particularly germane to students of human evolution and to researchers using evolutionary methods to interpret human behavior and society. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

At the end of the course, students will be able to:

1. Understand the biology, ecology and behavior of a number of living primate species, including humans.
2. Understand the application of the scientific method (*i.e.*, how to construct and test a hypothesis).
3. Be able to summarize and describe simple quantitative and qualitative observations and react to such observations critically.
4. Understand the theory of evolution at both the molecular and organismal levels.
5. Understand the nature of the fossil record and the geologic context of fossils.

6. Understand the evidence for primate and human evolution.
7. Understand how the biology, ecology and behavior of extinct human species is reconstructed.
8. Be able to discuss critical events and ongoing issues in human evolution.
9. Begin to develop skills needed to be a critical consumer and ultimately user of the primary scientific literature (e.g., access and use Web of Science, critical consumption of online information).

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

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Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

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- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.

- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



**REAGAN
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Reagan National University

Syllabus

1. Administrative Information:

Course Number: ANT 219

Course Title: Environmental Anthropology

Credit Hours: 3

Prerequisite: N/A

Term: SP 2019

Class Time: Monday 9:00 – 12:45

Class Room: 4

Instructor: [REDACTED]

Office Hours: M TU 10:00 AM – 12:00 P. M.

Telephone:

E-Mail: [REDACTED]

Catalog Description:

This course introduces students to the various ways in which anthropology has sought to understand human-environment relations, both from utilitarian perspectives (such as cultural ecology, ethnoecology, and political ecology) and symbolic ones (where anthropologists have focused on the meanings people give to the non-human world).

Text:

We will draw our readings from the following sources:

1. *Environmental Anthropology* (EA) by Patricia Townsend is a our basic text for exploring the development of environmental anthropology within the discipline;
2. *The Environment in Anthropology* (AE) edited by Nora Haenn and Richard Wilk is a reader that surveys key themes in contemporary environmental anthropology;
3. *An Unnatural History of the Sea* (UN) by Callum Roberts is a marine biologist's penetrating study of the historical ecology of the world's oceans and fisheries, huge and critical elements our environment upon which we are just beginning to understand the nature and scale of human impacts and their ecological consequences.;
4. *Hawaiian Fisherman* (HF) by Edward Glazier is a brief cases study that examines a modern ethnic fishing community adapting to major environmental and socioeconomic changes.
5. *Salmon Nation* (SN) might be described as a popular work of environmental anthropology, analyzing the troubled relationship between people and salmon in the Pacific Northwest.
6. *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota* (CG) by Jim Igoe scrutinizes the phenomenon of protecting lands, wildlife, and other resources in National parks for consumption by tourists, and the problems this poses for indigenous societies dependant on these places.
7. *Reverse Anthropology* by Stuart Kirsch is an in-depth consideration of Yonggom (New Guinea) indigenous perspectives on environmental rights, justice, and contemporary ecological problems.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%
Final	50%

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Research Paper: The research paper requires students to write a report for “Cultural Ecology And Environmental Anthropology”. This paper discusses differing schools of thoughts when it comes to understanding the “making” of “culture”. Nevertheless, both Cultural Ecology and Environmental Anthropology implement the ideology of “nature”, consisting facets of landscape, geography, and the environment as the focal methodology to investigate the construction of what we know as “culture”. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

Class	TOPIC	READING
1	What are the key issues in understanding human-environmental relations from an anthropological perspective? Ontology & epistemology, unit & scale, infrastructure-core-base-superstructure. What is an ecosystem?	EA 1-4 AE 1-4, 12, 36 Talking Points #1 Due
2	The evolution of environmental anthropology theory and method from ethnoecology to political ecology. Case study 1: The ethnoecology and political ecology of Hawaiian Fishing.	EA 5-6 AE 5-6, 19; Dove (WebCT) HF (all) Talking Points #2 Due
3	Anthropological perspectives on water, land, and sea Film: <i>The Navigators</i> . People and fish in marine environments: salmon.	UH-Part I (Ch 1-7) Erlandson and Fitzpatrick (WebCT), Trietler Midgett (WebCT) UH Part I (8-11), S (selections); Langdon (WebCT)
4	People and fish in marine environments: cod, and herring Marine mammals and climate change.	UH Part II; Fagan (WebCT) Talking Points #3 Due Kingston (Web CT); Smith (WebCT), and TBA (Web CT)
5	Marine Protected Areas (MPAs) and the political ecology of conservation.	UH Part III, Blount & Pitchon (WebCT); AE 32; Greenburg (WebCT)

6	Midterm Exam	
7	Marine Protected Areas/Anthropology of Water Symposium. Terrestrial Protected Areas (National Parks), conservation and globalization.	CG 1-3; AE 21, 34; EA 11 Talking Points Due #4
8	Protected Areas, conservation and sustainable development. Conserving biodiversity and sustainable communities.	CG 4-End; AE 25, 26, 27 EA 10; AE 20, 22, 23, 24; Thornton (WebCT)
9	Case study #2: “reverse anthropology” and social environmental in New Guinea.	RA 1-4 RA 5-End Talking Points Due #5
10	Environmental Justice.	EA 15, 16, 17; Nadasdy (WebCT)
11	Consumption and Globalization.	AE 9, 10, 33, 37, 38, EA 12; AE 40, 41
12	Final Exam	

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

At the end of the course, students will be able to:

1. Express general knowledge of the history, goals, and methodology of environmental anthropology through written assignments and oral discussions
2. Understand environmental and cultural diversity, and to practice an understanding of diversity by working with others collaboratively in group projects
3. Comprehend ecological approaches, such as environmental determinism, cultural ecology, political ecology, economic ecology, historical ecology, and spiritual ecology through discussion, projects, and quizzes
4. Articulate a basic understanding of the economic, social, political, and environmental factors affecting world subsistence systems through integrated assignments, projects, group discussions, and writing assignments
5. Demonstrate understanding of dynamics between local knowledge and lifeways and modernization and globalization through presentations, discussion, and essays
6. Research, write, and/or present on a particular concept, place, or specific group of people as related to human-environment interactions using appropriate, reliable, and reputable sources from database research and/or internet.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

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Special Needs and Accommodations:

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1.



REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. Administrative Information:

Course Number: ART 115

Course Title: Modern Art History

Credit Hours: 3

Prerequisite: N/A

Term: WI 2019

Class Time: Friday 9:00 – 12:45

Class Room: 4

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

2. Course Description:

This course is an introduction to the western contemporary art that comprise 19th- and 20th-century modern art. It will be a detailed survey of the beginning of art, including painting, sculpture, architecture and photography as well as recent developments in the idea of medium such as conceptual art. The focus will be heavily theoretical, but it will also require students to acquire some basic historical knowledge of contemporary events.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Culture and Values: A Survey of the Western Humanities by Lawrence Cunningham.
Published by International Thomson Publishing, 8th ed. (ISBN: 978-1285458182)

5. Course Requirements:

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Examinations

There are two in-class exams and they are scheduled as:

Midterm: 6th class period

Final: last class

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Midterm	40%
Term Paper	20%
Final	40%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Class Schedule:

Week 1: What is modern?

The basics

Why look at art? ([video](#))

A beginner's guide to the history of Western culture ([essay](#))

Becoming modern ([essay](#))

Art + context: Monet and Malevich ([video](#))

Women artists in nineteenth-century France (Metropolitan Museum of Art [essay](#))

Standards during a time of change

Introduction to the Salon and the Royal Academy (Metropolitan Museum of Art [essay](#))

Jean-Auguste-Dominique Ingres, *The Apotheosis of Homer*, 1827 ([essay](#))

Thomas Couture, *Romans of the Decadence*, 1847 ([video](#))

The modern city

François Rude, *La Marseillaise (The Departure of the Volunteers of 1792)*, 1833-36 ([essay](#))

Haussmann the Demolisher and the Creation of Modern Paris ([essay](#))

Jean-Baptiste Carpeaux, *Dance*, 1865-69 ([video](#))

Charles Garnier, Opera House, 1860-75 ([video](#), [essay](#))

Barry and Pugin, Palace of Westminster (Houses of Parliament), 1840-70, London ([video](#))

Terms to know:

Baron Haussmann

Napoleon III

boulevard

bourgeois

urbanization

Salon Carré

Royal Academy and Académie royale de peinture et de sculpture

Week 2: Early photography and the Pre-Raphaelites

Early photography

Early photography: Niépce, Talbot and Muybridge ([essay](#))

Louis Daguerre, *Paris Boulevard*, 1839 ([essay](#))

Making Daguerreotypes (Getty Museum [video](#))

The wet collodion process (Getty Museum [video](#))

Lady Clementina Hawarden, *Clementina and Florence Elizabeth Maude, 5 Princess Gardens*, c. 1861 ([essay](#))

Julia Margaret Cameron, *Mrs. Herbert Duckworth*, 1867 ([essay](#))

P.H. Emerson's naturalistic photography (Getty Museum [video](#))

Timothy O'Sullivan, *Ancient Ruins in the Cañon de Chelle*, 1873 ([essay](#))

Pre-Raphaelite art and context

A beginner's guide to the Pre-Raphaelites ([essay](#))

Sir John Everett Millais

Isabella, 1848-49 (Tate [video](#))

Christ in the House of His Parents, 1849-50 ([video](#), [essay](#))

Ophelia, 1851-52 ([video](#), [essay](#))

Portrait of John Ruskin, 1853-4 ([essay](#))

William Holman Hunt

Our English Coasts ("Strayed Sheep"), 1852 ([video](#), [essay](#))

The Awakening Conscience, 1853 ([video](#), [essay](#))

Ford Madox Brown, *Work*, 1852-65 ([essay](#), Tate [video](#))

Dante Gabriel Rossetti

Ecce Ancilla Domini, 1849-50 ([essay](#))

Proserpine, 1874 ([essay](#))

Emily Mary Osborn, *Nameless and Friendless*, 1857 ([essay](#))

William Butterfield, *All Saints*, Margaret Street, London 1849-59 ([video](#))

William Morris and Philip Webb, *Red House*, Bexleyheath, 1860 ([essay](#))

Terms to know:

Royal Academy of Arts (R.A.)

Pre-Raphaelite Brotherhood (PRB)

Medieval

Raphael
Quattrocento
John Ruskin
camera obscura
daguerreotype

Week 3: Realism: inventing the avant-garde

France

A beginner's guide to Realism ([essay](#))

Gustave Courbet

The Stonebreakers, 1849 ([essay](#))

A Burial at Ornans, 1849-50 ([video](#))

The Meeting (Bonjour Monsieur Courbet), 1854 ([essay](#))

The Artist's Studio, 1854-55 ([essay](#), [video](#))

Rosa Bonheur

Plowing in the Nivernais, 1849 ([video](#))

Sheep in the Highlands, 1857 ([video](#))

Jean-François Millet

The Gleaners, 1857 ([video](#))

L'Angélus, c. 1857-59 ([video](#))

Édouard Manet

Music in the Tuileries Gardens, 1862 ([essay](#))

Le déjeuner sur l'herbe (Luncheon on the Grass), 1863 ([video](#))

Olympia, 1863 ([video](#))

Émile Zola, 1868 ([video](#))

The Railway, 1872-73 ([essay](#))

Corner of a Café-Concert, 1878-80 ([video](#))

A Bar at the Folies-Bergère, 1882 ([video](#))

Eva Gonzàles, *A Loge at the Théâtre des Italiens*, 1874 ([essay](#))

United States

James Abbott McNeil Whistler

Symphony in White, No. 1: The White Girl, 1862 ([essay](#))

Nocturne in Black and Gold: The Falling Rocket, 1875 ([essay](#))

Eastman Johnson, *A Ride for Liberty -- The Fugitive Slaves*, c. 1862 ([essay](#))

Thomas Eakins

The Champion Single Sculls (Max Schmitt In A Single Scull), 1871 ([essay](#))

The Gross Clinic, 1875 ([essay](#))

Winslow Homer

The Fog Warning (Halibut Fishing), 1885 ([video](#))

Grafton Tyler Brown, *View of Lower Falls, Grand Canyon of the Yellowstone*, 1890 ([essay](#))

The Peredvizhniki (Russia)

Ilya Repin, *Krestny Khod (Religious Procession)*, 1880-83 ([essay](#))

Terms to know:

avant-garde
Paris Commune
Ornans
Nivernais
gleaner
Tuileries Gardens
Peredvizhniki
flâneur
Salon des Refusés

Week 4: Impressionism: rejection of permanence**Introduction**

A beginner's guide to Impressionism ([essay](#))
How the Impressionists got their name ([essay](#))
Impressionism: Art and Modernity (Metropolitan Museum of Art [essay](#))
Japonisme (Metropolitan Museum of Art [essay](#))
Berthe Morisot, *The Mother and Sister of the Artist*, c. 1869-70 ([video](#))
Edgar Degas
The Bellelli Family, 1858-67 ([video](#))
At the Races in the Countryside, 1869 ([video](#))
The Dance Class, 1874 ([video](#))
Little Girl Practicing at the Bar, c. 1878-80 ([video](#))
Visit to a Museum, c. 1879-90 ([video](#))
Gustave Caillebotte, *Paris Street; Rainy Day*, 1877 ([video](#))
Mary Cassatt
In the Loge, 1878 ([video](#))
Little Girl in a Blue Armchair, 1878 ([essay](#))
The Coiffure, 1890-91 ([essay](#))
The Child's Bath, 1893 ([video](#))
Pierre-Auguste Renoir
The Grands Boulevards, 1875 ([video](#))
Moulin de la Galette, 1876 ([video](#))
The Large Bathers, 1884-87 ([video](#))
Claude Monet
Cliff Walk at Pourville, 1882 ([video](#))
Poplars, 1891 ([video](#))
Rouen Cathedral Series, 1892-94 ([video](#))
Water Lilies, 1918-26 ([video](#))

Terms to know:

Japonisme
en plein air
scumble
impasto

Giverny
Rouen Cathedral

Week 5: Post-Impressionism: the subjective eye

An Introduction (Metropolitan Museum of Art [essay](#))

Georges Seurat

Bathers at Asnières, 1884 ([video](#))

A Sunday on La Grande Jatte, 1884-86 ([video](#))

Paul Gauguin

Vision After the Sermon: Jacob Wrestling with the Angel, 1888 ([video](#))

Nevermore, 1897 ([video](#))

Oviri, 1894 ([essay](#))

Where do we come from? What are we? Where are we going?, 1897-98 ([essay](#))

Vincent van Gogh

Self-Portrait Dedicated to Paul Gauguin, 1888 ([video](#), [essay](#))

Self-Portrait with Bandaged Ear, 1889 ([essay](#))

The Bedroom, 1889 ([video](#))

The Starry Night, 1889 ([essay](#))

Paul Cézanne

An introduction ([essay](#))

The Bather, 1885-86 ([essay](#))

The Basket of Apples, 1893 ([essay](#))

Still Life with Plaster Cupid, c.1895 ([essay](#), [video](#))

Turning Road at Montgeroult, 1898 ([essay](#))

Mont Sainte-Victoire, 1902-04 ([essay](#))

The Large Bathers, 1906 ([video](#))

Paul Cézanne's approach to watercolor (Getty Museum [video](#))

Terms to know:

Color theory (Michel Eugène Chevreul and Ogden Nicholas Rood)

divisionism

passage

Neo-Impressionism

Rene Decartes

Brittany

Arles

subjectivity

Île de la Jatte

Orientalism

Week 6: Midterm Exam

Week 7: The *Fin de siècle*

Austria

Böcklin, *Self-Portrait with Death Playing the Fiddle*, 1872 ([video](#))

Gustav Klimt

Beethoven Frieze, 1902 ([video](#))

The Kiss, 1907-08 ([video](#))

Death and Life, 1910/15 ([video](#))

Gustav Klimt, the Magic of Line ([video](#))

Belgium

Fernand Khnopff, *I Lock My Door Upon Myself*, 1891 ([video](#), [essay](#))

Britain

Sir Frederic Leighton

An Athlete Wrestling with a Python, 1877 ([video](#))

Bath of Psyche, 1890 ([essay](#))

Alma-Tadema, *Listening to Homer*, 1885 ([video](#), [essay](#))

Sir Edward Coley Burne-Jones

The Golden Stairs, 1880 ([video](#), [essay](#))

King Cophetua and the Beggar Maid, 1884 ([video](#), [essay](#))

The Depths of the Sea, 1887 ([essay](#))

Hope, 1896 ([video](#), [essay](#))

GF Watts, *The Minotaur*, 1885 ([essay](#))

France

Henri de Toulouse-Lautrec, *At the Moulin Rouge*, 1893-95 ([video](#))

Auguste Rodin,

The Burghers of Calais, 1884-95 ([essay](#))

The Gates of Hell, 1880-1917 ([video](#))

Camille Claudel, *The Age of Maturity or Destiny*, 1902 ([essay](#))

Auguste and Louis Lumière(?), "Danse Serpentine," 1896 ([video](#) via Ubuweb)

Hector Guimard, Cité entrance, Paris Métropolitain, c.1900 ([video](#))

Paul Poiret, "Paris," 1919 ([video](#))

Germany

Stuck, *The Sin*, 1993 ([video](#))

Norway

Munch, *The Scream*, 1910 ([essay](#))

Russia

Léon Bakst, Costume design for the ballet *The Firebird*, 1913 (MoMA [video](#))

Catalonia (Spain)

Antoni Gaudí, Church of the Sagrada Família, begun 1882 ([video](#), [essay](#))

United States

John Singer Sargent

El Jaleo, 1882 ([essay](#))

The Daughters of Edward Darley Boit, 1882 ([essay](#))

Madame X, 1883-84 ([essay](#))

Carnation, Lily, Lily, Rose, 1885-86 ([video](#))

Louis Comfort Tiffany

Hair Ornament, c. 1904 ([video](#))

Vase, 1913 (Museum of Modern Art [video](#))

Terms to know:

Aesthetic Movement

Art Nouveau

Catalonia

demimonde

Fin de siècle

Jugendstil

Modernisme

Symbolism

Synthetism

Vienna Secession

Week 8: Expressionism and Henri Matisse

A beginner's guide to 20th century art

Representation + abstraction: Millais's *Ophelia* and Newman's *Vir Heroicus Sublimis* ([video](#))

Art + context: Monet's *Cliff Walk at Pourville* and Malevich's *White on White* ([video](#))

An Introduction to Photography in the early 20th century ([essay](#))

Expressionism

Ernst Ludwig Kirchner

Street, Dresden, 1908 ([video](#))

Street, Berlin, 1913 (MoMA [video](#))

Self-Portrait as a Soldier, 1915 ([essay](#))

Emil Nolde, *Young Couple*, 1913 ([video](#))

Wassily Kandinsky

Composition VII, 1913 ([video](#))

Klänge (Sounds), 1913 (MoMA [video](#))

Brief film of the artist painting ([video](#))

Alexej von Jawlensky, *Young Girl in a Flowered Hat*, 1910 ([video](#))

Egon Schiele

Seated Male Nude (Self-Portrait), 1910 ([video](#))

Hermits, 1912 ([video](#))

Fauvism and the art of Henri Matisse

A beginner's guide to Fauvism ([essay](#))

Henri Matisse

Luxe, calme et volupté, 1904 ([video](#))

Bonheur de Vivre The Joy of Life, 1905-06 ([essay](#))

Dance I, 1909 ([essay](#))

The Red Studio, 1911 ([essay](#), [video](#))

Goldfish, 1912 ([essay](#))

The Blue Window, 1913 (MoMA [video](#))

Piano Lesson, 1916 ([video](#), [essay](#))

Conserving Henri Matisse's *The Swimming Pool*, 1952 (Museum of Modern Art [video](#))

Terms to know:

Die Brücke

Der Blaue Reiter

Blue Four

synesthesia

Primitivism

Week 9: Picasso, Cubism, and Italian Futurism

Pablo Picasso

Early Work ([essay](#))

Portrait of Gertrude Stein, 1905-06 ([essay](#))

Reconstruction of Stein's Paris studio (Metropolitan Museum of Art [video](#))

Inventing Cubism ([essay](#))

Pablo Picasso, *Les Femmes d'Alger (O.J. Version O)*, 1907 ([essay](#), [video](#))

Georges Braque, *Viaduct at L'Estaque*, 1908 ([video](#))

Pablo Picasso, *Reservoir, Horta de Ebro*, 1908 ([video](#))

Georges Braque, *The Portuguese*, 1911 ([essay](#))

Pablo Picasso

Still Life with Chair Caning, 1912 ([video](#), [essay](#))

Guitar, Glass, and Bottle, 1913 (MoMA [video](#))

Guitar, 1912-14 ([video](#))

Conservation | Picasso's Guitars (MoMA [video](#))

Guernica, 1937 ([essay](#))

Fernand Léger, *Contrast of Forms*, 1913 (MoMA [video](#))

Robert Delaunay, *Simultaneous Contrasts: Sun and Moon*, 1913 (MoMA [video](#))

Futurism

Italian Futurism, an introduction ([essay](#))

Carlo Carrà, *Funeral of the Anarchist Galli*, 1910-11 ([essay](#))

Umberto Boccioni

Unique Forms of Continuity in Space, 1913 (essay)

Dynamism of a Soccer Player, 1913 (Museum of Modern Art video)

Inventing Abstraction (Museum of Modern Art interactive)

Terms to know:

Futurism

manifesto

papier colle

Analytic Cubism

Synthetic Cubism

Spanish Civil War

Guernica

Week 10: The Great War and its aftermath

Art and the First World War

Ludwig Hohlwein, Schiess-Dusseldorf poster, 1913 (Museum of Modern Art [video](#))

British Art and Literature During WWI ([essay](#))

Raymond Duchamp-Villon, *Horse*, 1914 ([video](#))

Dada

Marcel Duchamp

3 Standard Stoppages, 1913-14 (Museum of Modern Art [video](#))

In Advance of the Broken Arm, 1915/1964 ([video](#))

Fountain, 1917/1964 ([video](#))

Boite-en-valise (the red box), series F, 1960 ([video](#))

Hannah Höch, *Cut with the Kitchen Knife Dada Through the Last Weimar Beer-Belly Cultural Epoch of Germany*, 1919-20 ([video](#))

Bauhaus

Lyonel Feininger, *Cathedral for Program of the State Bauhaus in Weimar*, 1919 ([video](#))

Paul Klee, *Twittering Machine (Die Zwitscher-Maschine)*, 1922 ([video](#))

László Moholy-Nagy

Composition A.XX ([video](#))

Climbing the Mast, 1928 ([video](#))

Umbo (Otto Umbehrr), *The Roving Reporter* (video), 1926 ([video](#))

Josef Albers, *Homage to the Square*, 1950 ([essay](#))

Neue Sachlichkeit (New Objectivity)

Sander, *Portraits*, 1926-31 ([video](#))

Dix, *Portrait of the Journalist Sylvia von Harden*, 1926 ([video](#))

Christian Schad, *Self-Portrait*, 1927 ([video](#))

National Socialism

Paul Troost, *The House of German Art and the Entartete Kunst exhibition* ([video](#))

Art in Nazi Germany ([essay](#))

USSR

Stepanova, *The Results of the First Five-Year Plan*, 1932 ([essay](#))

Terms to know:

readymade

Stalin

Lenin

USSR

Neue Sachlichkeit

National Socialism

Bauhaus

Walter Gropius

Entartete Kunst

Weimar Republic

Week 11: Abstraction and Surrealism

Experiments in abstraction

Constantin Brancusi

Mlle Pogany, 1913 (Museum of Modern Art [video](#))

Bird in Space, 1928 ([video](#))

Modigliani, *Young Woman in a Shirt*, 1918 ([video](#))

Käthe Kollwitz, *Memorial Sheet of Karl Liebknecht*, 1919-20 ([essay](#))

Piet Mondrian

Composition in Brown and Gray, 1913 (MoMA [video](#))

Composition No. II, with Red and Blue, 1929 ([video](#))

Cartier-Bresson, *Behind the Gare St. Lazare*, 1932 ([video](#))

Metaphysical painting

Giorgio de Chirico, *The Anxious Journey*, 1913 (MoMA [video](#))

Surrealism

Introduction to Surrealism ([essay](#))

Man Ray, *The Gift*, 1921/c.1958 ([essay](#))

Rene Magritte

The Treachery of Images (Ceci n'est pas une pipe), 1929 ([video](#))

Conservation | René Magritte, *The Portrait*, 1935 (MoMA [video](#))

Alberto Giacometti, *The Palace at 4am*, 1932 ([video](#))

Salvador Dalí

The Persistence of Memory, 1935 ([video](#))
Metamorphosis of Narcissus, 1937 ([video](#))
Meret Oppenheim, *Object (Fur-covered cup, saucer, and spoon)*, 1936 ([essay](#))

Terms to know:

unconscious
subconscious
Id, Ego, Super Ego
Automatism
Equisite Corpse
Sigmund Freud
psychoanalytic
metaphysical
photomontage
paranoid-critical activity

Week 12: Final Exam

Term Paper:

The Term paper requires students to write a report for “Compare and Contrast Works From One Movement”. This paper researches a particular movement of art, such as Color Field Painting, which was practiced by the Abstract Expressionist family of artists. Like Action Painting, the Color Field artists treat the surface of a canvas or paper as a "field" of vision, without a central focus, and emphasize the flatness of the surface. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

7. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

9. Course Outcome:

The student will:

- comprehend, apply, analyze and evaluate reading assignments
- identify artwork and architecture, and relate facts and ideas about these works of art in exam format
- research, plan, compose, edit and revise short papers

10. Internet Use Requirement:

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial. The college maintains open labs that provide Internet access to all students.

11. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

13. The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.

- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



**REAGAN
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Syllabus

1. Administrative Information:

Course Number: COM 303

Course Title: Intercultural Communications

Credit Hours: 3

Prerequisite: No prerequisite

Term: FA 2018

Class Time: Saturday 9:00-12:30

Class Room: 2

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

2. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

3. Course Description:

This course provides an introduction to intercultural communication theories and methods. It covers barriers to successful communication that involve cultural differences and focuses on the application of theory and research to intercultural communication. The influence of cultural elements on individuals, groups, and organizations will also be discussed.

4. Text:

Communication Between Cultures, 9th ed. by Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy, ISBN-13: 9781285444628.

5. Course Schedule:

Week 1

Introduction

Topic: Defining Culture and Identities

Week One Individual Assignment

Week One Class Discussion

INTRODUCTION OF YOURSELF TO CLASS POST

Reading: Chapter One

Week 2

Topic: Understanding Face-Face and Mediated Communication

Week Two Individual Assignment

Week Two Class Discussion

Reading: Chapter Two

Week 3

Topic: Culture's Influence on Perceptions

Week Three Individual Assignment

Week Three Class Discussion

Reading: Chapter Three

Week 4

Topic: Barriers to Intercultural Communication

Week Four Individual Assignment

Week Four Class Discussion

Reading: Chapter Four

Week 5

Topic: Nonverbal Communication

Week Five Individual Assignment

Week Five Class Discussion

Reading: Chapter Five

Week 6

Midterm Exam

Week 7

Topic: Dimensions of Culture

Week Seven Individual Assignment

Week Seven Class Discussion

Reading: Chapter Seven

Week 8

Topic: Dominant U.S. Cultural Patterns: Using Value Orientation Theory

Week Eight Individual Assignment

Week Eight Teamwork

Reading: Chapter Eight

Week 9

Topic: Culture and Gender

Week Nine Individual Assignment

Week Nine Teamwork

Reading: Chapter Ten

Week 10

Topic: Immigration and Acculturation

Week Ten Individual Assignment

Week Ten Class Discussion

Reading: Chapter Twelve

Week 11

Topic: Cultures within Cultures

Week Eleven Individual Assignment

Week Eleven Class Discussion

Reading: Chapter Thirteen

WEEK 12

Final Exam

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%
Final	30%
Term Paper	20%

Revised 2019.10

No makeup exams!!!

The course grades are assigned as:

91 – 100%	-- A
81 – 90%	-- B
71 – 80%	-- C
61 – 70%	-- D
Below 61%	-- F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

7. Classroom Policies:

You can get policies regarding to the University academic policies from the Student’s Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

9. Course Outcome:

Students who successfully complete this course will:

1. describe the historical and contemporary relationships between communication culture;
2. view cultural differences objectively and understand that differences are not hierarchical;
3. gain an understanding of the interdisciplinary fields of research that investigate and theorize intercultural interaction;
4. identify and appreciate the beliefs, values, and norms of their own culture, and recognize and articulate differences and commonalities in dominant cultural patterns;
5. develop analytic skills in analyzing intercultural interaction episodes.

10. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

11. Exams:

Your exams will send to you separately. There will be instructions to you if protector is needed.

12. Term Paper:

The final research paper requires students to write a report for “Intercultural Communication And Cultural Communication”. This paper analyzes the key recommendations by the media on intergroup communication. This is official and non-official communication between people raised in different cultures. The study reviews articles from reputable media houses concerning intercultural issues. The article search will be specified on intercultural communication between members of different cultures or different countries. The main points, themes, and conclusions from the articles will then be analyzed. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

13. Internet Use Requirement:

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

14. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

15. The Learning Environment:

RNU is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
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- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
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Reagan National University Library Services:

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



**REAGAN
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Syllabus

1. Administrative Information:

Course Number: COM 305

Course Title: Writing for the Internet

Credit Hours: 3

Prerequisite: ENG 101, ENG 102

Term: WI 2019

Class Time: Friday 13:30-17:30

Class Room: 1

Instructor: [REDACTED]

Office Hours: M, W 10:00 – 1:45 PM

Telephone: [REDACTED]

E-Mail: [REDACTED]

2. Course Description:

This course is designed for the learning of the principles, research, and practices of creating and publishing work on the cyberspace. It also will cover the principles of and research on effective Web rhetoric as well as explore Internet publications that most resemble traditional print publications.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Writing Revolution: Cuneiform to the Internet by Amalia E. Gnandesikan. ISBN13: 978-1405154079. Publisher: John Wiley & Sons, Inc.

5. Course Schedule:

Week 1: Course overview; Assign readings and first homework assignments; in-class writing and discussions focus on rhetorical situation and students' previous writing experiences; introduction to computers, the class Web page, the class Web forum, and to electronic mail

Week 2: Assign first Web forum essay; assign additional readings and homework; in-class writing and discussions focus on analyzing rhetorical situations, analyzing texts, and considering the needs of readers working in electronic environments (e.g., those reading electronic mail, discussion forums and groups, and the Web)

Week 3: Workshop and revise first Web forum essay; assign additional readings and homework; in-class writing and discussions focus on revision techniques, analytical techniques, and workshop techniques; collect Web forum essay at the end of the week

Week 4: Assign discussion group analysis project (students identify an Internet discussion group -- e.g., a Usenet group -- and analyze it for discourse and rhetorical conventions); discuss techniques for Internet research; assign additional readings and homework; in-class writing and discussions focus on techniques for analyzing online texts and rhetorical contexts

Week 5: Workshop and revise discussion group analysis essay; assign additional readings and homework; in-class writing and discussions focus on revision techniques, additional analytical techniques, and workshop techniques

Collect discussion group analysis essay; Assign Web-site analysis essay (students identify three large Web sites, analyze them for discourse and rhetorical conventions, and write an essay presenting their findings and comparing the sites); assign additional readings and homework; in-class writing and discussions focus on additional techniques for analyzing online texts and rhetorical contexts, on additional research techniques for the Internet, and on evaluation criteria for electronic publications

Week 6: Midterm Exam

Week 7: Workshop and revise Web-site analysis essay; assign additional readings and homework; in-class writing and discussions focus on revision techniques, workshop techniques, advanced research techniques for the Internet, and evaluation criteria for electronic publications

Week 8: Collect Web-site analysis essay; Assign personal Web-page creation essay; homework and in-class writing focus on audience constraints related to designing Web sites; introduce students to Web-site creation software available in the computer classrooms and open labs in the Eddy building

Week 9: Workshop and revise personal Web-sites; homework and in-class writing focus on issues related to designing Web sites in ways that reflect a writer's goals; discuss advanced research techniques; provide opportunities for topic groups to meet and plan during class. Collect personal Web-sites assignment; assign group Web-site writing project; homework and in-class writing focus on generating ideas for the group Web site; discuss writing processes and design constraints for Web sites

Week 10: Workshop mode for the remainder of the semester; classes begin with a daily writing assignment (tied into their Web-site creation project), then move to brief full class discussions, then move into drafting and workshopping activities adapted to

the needs of individual students; teacher conferences and reviews site drafts with students

Week 11: Workshop mode for the remainder of the semester; classes begin with a daily writing assignment (tied into their Web-site creation project), then move to brief full class discussions, then move into drafting and workshopping activities adapted to the needs of individual students; teacher conferences and reviews site drafts with students

Week 12: Final Exam

Term Paper: The final research paper requires students to write a report for “How will the loss of net neutrality affect internet users?” This paper analyzes the society has been dramatically changed with the evolution of internet. Before the advent of modern day internet, life was burdensome and everyday chores consumed too much of our time. Immense opportunities are being provided by internet which play an important role in human life. The access to education, medicine, industry, transportation etc. has been simplified due to modern day technology. Due to the convenience and efficiency provided by technology, our lives have improved significantly. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%
Final	30%
Term Paper	20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A-
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn